

Unit 3: Explorers of the Local Region

STANDARD:3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

1. the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions
2. the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship
3. why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

Sample Topic for Standard 3:

Early explorers who visited the local area, the newcomers who settled here, why they came, and the newcomers who continue to come to the region, including their cultural traditions.

Suggested Time:

3 weeks

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DESCRIPTION OF THE UNIT:

Students will learn the reasons why the Spanish explored the coast of California, why the early settlers came to the local area, and why people continue to come today.

TEACHER BACKGROUND:

***Note: The content in this unit is specific to Southern California. An * in the text indicates areas where resources from your region need to be inserted, including:**

- **Teacher Background**
- **Primary sources for early explorers to your region**
- **Newcomers who settled in your region**
- **Population census figures for your community**
- **Student Reader (Appendix 11)**

Three of the Spanish explorers who visited the Southern California region are Juan Cabrillo, Sebastian Vizcaino, and Gaspar de Portola. In the 1500's, the King of Spain sent explorers from Mexico to Baja and Alta California (most of California today) looking for new wealth, gold, and a waterway, the Strait of Anian. Stories told that the supposed Strait of Anian would connect the Pacific and Atlantic Oceans. Europeans thought, at this time, that California was an island.

Juan Rodriguez Cabrillo was the first European to explore the Pacific Coast. Cabrillo was in command of two ships, the San Salvador and the Victoria. These ships were called caravels and were approximately 100 feet long. They set sail in June 1542 from what is now the western coast of Mexico. The ships sailed north against strong currents and heavy winds. (Refer to Appendices 4a, 4b, 4c and 4d.)

On October 8, 1542, Cabrillo sailed into a large bay they called the Bay of Smokes. Los Fumos. At first, Cabrillo thought this area was very foggy but later found it to be filled with a haze of smoke from the fires of the local Indian tribe, the Suangna. Known today as the Bay of San Pedro, it was mostly a marshy swamp land. When Cabrillo discovered the Bay of San Pedro he was not looking for this natural port; it was an accidental discovery.

Although Cabrillo's actual ship logs are gone, summaries made by Juan Paez, a 16th century historian and possible friend of Cabrillo, indicate that Cabrillo anchored in San Pedro on October 8, 1542. According to Paez, Cabrillo announced, "This bay lies at latitude 35 degrees, and is a good port, and a good land of many valleys, plains and groves."

Cabrillo never set foot on the land but what he saw was a natural bay, sheltered from the northwest, west, and southwest winds by the Palos Verdes Peninsula. Cabrillo died on San Miguel Island in January of 1543 from an infection he received after an earlier fall in which he broke his arm. Cabrillo's crew later traveled north past San Francisco. Some historians think they traveled as far as what is now the Oregon border.

Sebastian Vizcaino set foot on land in the San Pedro area 60 years after Cabrillo. The King of Spain and the Viceroy of Mexico set up Vizcaino with 3 sailing ships to explore and chart the shoreline route Cabrillo sailed earlier. He sailed from San Diego on November 10, 1602 visiting offshore islands such as Santa Catalina and naming them after saints.

Vizcaino encountered Native Americans hunting for sea otter in wooden planked boats. They were friendly and provided his crew with fresh water, fish, abalone, wild cabbages and sweet potatoes.

On November 28, 1602, Vizcaino sailed from Catalina to the mainland to a place noted on his ship's log as Bahia de Fumos, the Bay of Smokes. Vizcaino, like Cabrillo, thought this area would make a good port because of the protection of the peninsula to the west and the safety of the small island (later called Dead Man's Island). After anchoring in what is now the Fort MacArthur area, Vizcaino proclaimed it Ensenada de Andres in honor of St. Peter from Alexandria.

The Russians are Coming

The Spanish did not explore the coast of California further until 1769 when the King of Spain, Charles the III, heard that the Russians were moving south down the coast of what is now is California. These explorers were hunting sea otter and found the climate better near Fort Ross than in their colony of Alaska. In 1769 there was a serious attempt by the King of Spain to have explorers stop the land claims by Russia. Spanish explorers were sent to look for settlement sights, establish missions to convert the Native Americans to Christianity, and finally to establish presidios or forts to protect the land from other European nations.

Several land and sea expeditions were organized which under the direction of the Governor of Mexico, Fernando de Neve. His plan was to establish two permanent settlements in Alta, California: one in San Diego and one in Monterey. He sent three ships. The first ship, the San Antonia, sailed north from La Paz for San Diego and arrived on April 11, 1769 carrying less than 100 men. The second sister ship landed 18 days later with half of its crew dead of scurvy or lost at sea. The third ship setting out from San Blas vanished without a trace.

Two overland groups from Loreto and Velicata in Baja, California left San Diego two weeks after the ocean voyage group. The first group marched 50 days under the direction of Moncado and Fr. Crespi, arriving in San Diego on May 14, 1769. They brought small herds of cattle.

Gaspar de Portola

One of the most significant explorers of the Southern California region was Gaspar de Portola who led the second overland expedition that reached San Diego on June 29, 1769. Portola's chief aide was Pedro Fages and one of his leather jacket soldiers was Juan Jose Dominguez. (Refer to Appendices 6a, 6b, 6c and 6d for information about Portola.)

Juan Jose Dominguez

On the Portola expedition, Juan Jose Dominguez protected Father Serra, acted as an interpreter with the Indians, and worked at the task of founding a chain of missions in present day California. After he arrived in Alta California, Dominguez stayed in the army for another 13 years. Upon his retirement from the military in 1782, at the age of 59, Dominguez raised livestock. After his 30 years of military service in Mexico and Alta California, Juan Jose Dominguez was given a sizable tract of land including all of the harbor area south of the Pueblo de Los Angeles. The year was 1784. This was the first Spanish land grant in Southern California.

Settlement of Pueblo de Los Angeles by Los Pobladores

Soldiers, such as, Juan Jose Dominguez, had earlier explored and mapped the way for the first group of settlers to Los Angeles. Known as the Los Pobladores, the founding eleven families (the Founding Forty- Four) were farmers, artisans, and cattleman. Captain Fernando X. Rivera, who directed the endeavor, offered the families money, supplies, tools, animals, clothing, a limited period of no taxation, and access to land. Due to harsh living conditions and the heat, Rivera was only able to get eleven families instead of the twenty-four he needed to make the trip to Los Angeles. Los Pobladores left Los Alamos, Sonora February 2, 1781 and arrived at the San Gabriel Mission in June and July of 1781. These settlers and their families were escorted by fifteen soldiers. (Refer to Appendices 12a, 12b, 12c, 12d, and 12d for more information.)

The early settlers of Pueblo de Los Angeles built an agricultural settlement by the Los Angeles River. They constructed adobe homes, raised stock and planted fields. The products of their farms were used to relieve dependence on ship-borne importations. The extra products produced were sent to the presidios and missions of Santa Barbara. Because of the severe flooding in 1815, the site of the plaza was relocated to just northwest of the present day Plaza (which includes Olvera Street.)

Many times Juan Jose Dominguez left the Rancho San Pedro to visit the new Pueblo de Los Angeles. In fact, in 1791, when Dominguez sponsored an Indian by being his Godfather, he was listed in the Mission San Gabriel Records as vecino or resident-citizen of the Los Angeles Pueblo. He was also listed as a resident in the 1791 census of the Pueblo. Dominguez continued to be padrino or godfather to other members of the founding families. After the age of 50, Juan Jose Dominguez became engaged to one of the Pobladores, Maria Antonio Rodriguez. She was a year old when she came with her parents to the pueblo. Maria called off the engagement in 1794 due to their large age difference. She was 14 and he was 57. Had Dominguez married Rodriguez, the Rancho San Pedro may have had a far different legacy than the one we study today.

FOCUS QUESTIONS:

1. When did your family come to the local area and why did they come?
2. Who were the early explorers that came to the local area and why did they come?
3. Who were the early settlers of the local region and why did they come?

BEGINNING THE TOPIC

Focus Question: When did your family come to the local region and why did they come?

My Family's Migration to Our Community

Ask students to conduct an interview with a parent, older relative, or guardian to determine the following: (See Appendix 1)

- When did your family (or ancestors) first come to _____, California?
- Where did your family come from?
- What mode of transportation was used to get here? What route was taken to get here?
- Why did your family choose to come to _____, California?
- Add any stories that have passed down about your family's move to _____, California.

Record the data collected from the interviews on a chart:

My Family's Migration to _____

Date arrived	From	Reasons for migration

Have students write their names and where their family came from on a "post-it" and affix it to a U.S. and/or a world map. Trace the route their family took to get to the local community. What does the mapping activity tell you about the movement of people from one place to another? What were the reasons that people migrated to this community? Discuss the migration of different families. Are there any patterns? Compare and contrast the patterns of movement. As an alternative, students could select a local historic family or one from a non-fiction or fiction story they have read and trace the migration of that family on a map.

Optional activity: Have students draw a family map showing where their family (parents, grandparents, others) lived before residing in this community and the route to get to the local community. Trace the family back as far as possible including ancestors who may have emigrated to the U.S. Use "A Family Map" from *My Backyard History Book* by David Weitzman as a model for this activity. Trace the route on a United States and/or world map.

Timeline of Our Local Community

Begin a time line of the local community (Refer to page 14.) Using post-it notes, have students write their names and the date(s) that their family arrived in the local community. Affix the post-its to the class timeline according to the decade in which the students' families arrived.

Reasons for Migration - the "push/pull" factors

Corresponding with each decade, ask students if they know of any major events in the nation,

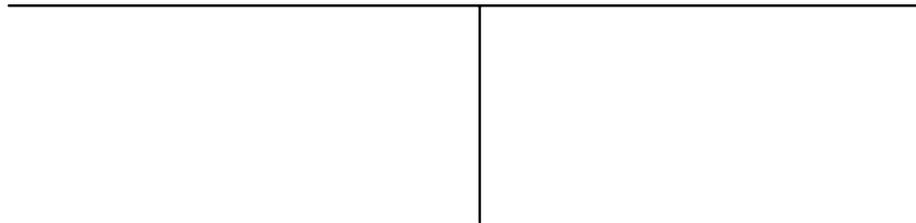
state, or local community that might have influenced families to move to this area? For example, during World War II, the first half of the 1940s decade, many people came to California because of military bases in the state as well as the development of war-related industries located in the state.

Conduct a class discussion explaining the "push/pull" factors that promoted migration. "Push" factors are those that help convince people to leave an area while "pull" factors are those that attract people to a new area. Some "push" factors may include the lack of jobs in their community, political, economic, or social discrimination. Some "pull" factors are better jobs, educational opportunities, climate, and prospects for an improved standard of living. In many cases members of an extended family have encouraged their relatives to migrate to the local community. Explain that there have been several waves of migration to California at many different times in our state's history.

Push-Pull Chart

Refer back to the Family Migration Chart. Classify whether their families move to the local community was due to a "Push" factor or a "Pull" factor.

Our Families Migration to Carson



Movement and Change

Tell students about a movement or change that occurred in your life. Ask them to share with a partner about a time in their life that they made a change - a move to a new house, a new neighborhood, a new city, a new school, or a new classroom. Have students respond to the following prompts:

- Why did you move or change? Was it a push or pull (factor) reason?
- What was your life like before you moved?
- What changed in your family's life to encourage them to move?
- What did it feel like to move?
- What did you encounter at your new home? How did you adjust?

Migrant Farm Workers

Explain to the students that some people are migrant farm workers who migrate or move from harvest to harvest, staying in labor camps for short periods of time. Show the cover of the book *Amelia's Road* by Linda Jacobs Altman. Tell students that this is a picture of Amelia, the daughter of a farm worker. She is tired of moving around so much and dreams of a stable home.

The constant work and moving about makes it very difficult for Amelia to know one place or to make friends. In the story she is looking for a place where she belongs, a place she can come back to. (Note: This story was selected because it deals with the issues of migration and the push/pull factors of migration. It is used to set the stage for the study of the migration of early explorers and settlers to the local community. As a part of this segment, students will construct “artifact boxes” similar to one Amelia makes in the story. These boxes will help to tell about the cultural traditions of some of the people in our community today.)

After reading the story, have students talk with a partner as you ask the following:

What is Amelia’s life like as the daughter of migrant farm workers?

Why does Amelia’s family move from farm to farm?

What do you think it would be like to move from place to place?

What was meant by the “accidental road”?

Why does Amelia feel at the end of the story that she now has a place that belongs to her and to which she belongs? How did she adjust to this new place?

What were the push/pull factors in this story?

Share with the students a special place that you have. Ask students if they have a special favorite place. Have them draw a picture of “something that is really special to you” and title it “My Special Place” and write what makes the place special to me.

Artifact Boxes and Diversity Exhibition

In the story, Amelia creates an “artifact box” which contains some of her favorite things. She called it “Amelia’s Things”. Share some of your favorite “treasured” things with the students. Include items that are special to you and items that tell about your cultural traditions.

For homework, have students collect personal artifacts reflecting some of their favorite things, including things that tell about their family’s culture (e.g., maps with family origins marked, books, religious items, picture or drawing of home and family, or other cultural artifacts). Ask students to decorate the outside of a box (such as a shoe box) with drawings that represent themselves and the treasures stored inside. It is helpful if the teacher creates an “Artifact Box” with artifacts from his/her life.

Students bring “Artifact Boxes” to school. Each day have a few students share their boxes. Or, as an alternate, form students in to teams of four and have them pick from the jobs listed below to create a diversity exhibition.

- Historian: records the process the team uses (see below)
- Archivist: labels the team's artifacts
- Caretaker: keeps team on task and keeps the voices down
- Docent: takes the other teams on an exhibit walk recapping highlights about the artifacts

Students share the contents of their box with the other team members, using descriptive language. Each student donates one of his/her artifacts for the diversity exhibition. Students classify the team's artifacts from the Artifact Boxes into groups, and the archivist labels them. The historian writes the process the team used to decide on the categories, and the caretaker keeps the team quiet and on task. The docent writes down a couple of facts about each donated artifact to be used on the exhibit walk.

Students place their “Artifact Boxes” in a classroom exhibit hall format, titled “Diversity Exhibition.” All artifacts are displayed here; however, the docent from each team only talks about the donated item. After viewing the Diversity Exhibition, ask students what it tells us about the people who have settled in our community.

DEVELOPING THE TOPIC

Focus Question: Who were the early explorers that came to the local area and why did they come?

Explorer Guess Who

Select four students and give each one an example or a non-example of an explorer to act out for the class.

Example actions:

Student looking for something while traveling

Student hiking and looking at new sights.

Non example Actions:

A student eating

A student playing ball

Have students discuss with a partner to determine which role plays depict an explorer.

Ask, “Have you ever explored anything? What do explorers do?” With their partner, have students brainstorm a definition for the word “explorer.” Students share their definitions and as class, negotiate a class definition of what an explorer is. (An explorer is a person who searches or travels for the purpose of discovery).

Classification Sort: Then and Now Explorers:

Ask students to write on 2 sticky notes anything they know about present and past day explorers and paste their notes on the correct chart.

<u>Past Explorers</u>	<u>Present Day Explorers</u>
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School Exploration:

Have students work in cooperative groups to become explorers of their school. Groups may explore places such as the principal’s office, cafeteria or library. If possible, provide each group with a compass for use on their exploration.

Each group should make a plan in advance (Appendix 2) to determine:

- a reason to explore the specific section of the school
- a map of the route to the explored area
- an artifact they will look for

While on their exploration, each group should collect an artifact and record their adventures in the Exploration Log (Appendix 2).

Artifact Analysis: After returning from their exploration, have each group complete the “Historical Artifact Sheet” (Appendix 2b) and “7 Ways to Look at an Artifact” (Appendix 2c.) This will provide students with experience observing, describing and analyzing artifacts much like the early explorers might have done. Each group should report their findings to the rest of the class by setting up a display of their Explorer Scavenger Hunt, map, Exploration Log, and Artifact Analysis. Groups can tour each exhibit.

Let’s Take a Trip

Begin by telling students about a trip you have taken. Explain what your purpose or “motivation” was for taking the trip. Have students tell about any trips they have taken. Locate these places on a map or globe. Ask:

- Why do people travel?
- Why do people explore new places?
- Is there a difference between travel for vacation and travel for exploration?
- How are they alike? How are they different?”

Reasons for the Spanish Exploration

Show students a map of the world. Locate Spain. Trace the route taken by the Spanish to reach the “New World.” Ask students why they think the Spanish explorers went on their trip to explore the area we now call California?

Guided Role Play

Read the section of the student text titled “Explorers of the Local Region” (Appendix 11, pages 1-3.)

Provide 4 students with name tags and help them to act out the roles of the following characters as you reread the student text:

- The King of Spain
- Cabrillo
- Crew members
- American Indians

Graphic Organizer:

Refer back to the student text. Help students complete the Graphic Organizer (Appendix 3) for each explorer. When was each trip taken? What was each explorers goal? What did each explorer accomplish? The last column can be used to record any interesting notes about each explorer.

Explorer -Graphic Organizer

<u>Explorer</u>	<u>Date</u>	<u>Goal</u>	<u>Accomplishment</u>	<u>Notes</u>
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Cabrillo Map Comparison - Then and Now:

Share with students the cover of *Cabrillo's Log* (Appendix 4a.) Read to students some of the information about the log from its Introduction (Appendix 4b.) Explain that many of the names given to the area explored by Cabrillo have been changed because the information provided in Cabrillo's log was often vague or not descriptive enough.

Distribute a copy of "Identification of Cabrillo's Route" (Appendix 4c). This chart demonstrates how historians often do not always agree. Point out that the Log Name column represents the names used by Cabrillo during his expedition. The other three names belong to prominent scholars who sometimes do not agree on exactly where Cabrillo was. Bancroft published texts in 1884 and 1886, Bolton's book was published in 1959, and Wagner's work dates to 1941. Ask questions such as:

- Can you find a date where all 3 historians use the same name that Cabrillo used?
- Is there a time when all 3 historians agree, but the name they use is different from the one Cabrillo used?
- Can you find a date where all 3 historians disagree?
- What other interesting information can you find?

Now: Using a modern day map of Southern California, locate places Cabrillo sailed past on his voyage, such as Coronado Island (Sept. 27), San Diego (Sept. 28), Santa Catalina and San Clemente Islands (Oct. 7), San Pedro (Oct. 8), etc.

Cabrillo's Log

Divide students into cooperative learning groups and provide each group with a copy of an excerpt from *Cabrillo's Log* (Appendix 4d). (Note: Even though students are in groups, it is recommended that this activity be done as a teacher-directed activity.)

Using colored pens or highlighters, have each numbered student in each group highlight different topics in their primary source:

- Student #1 Review the document to find descriptions of the geographic features
- Student #2 Identify any written descriptions of the American Indians
- Student #3 Find any information about where the explorers were located
- Student #4 Look for clues that tell what the date of the entry was.

Distribute copies of "Analyzing a Document" (Appendix 5). Help students complete the form. (Note: This form will be used several times throughout the following lessons. It is helpful if you guide students this time so they learn the process and are better able to complete it independently in the future.)

Portola Mapping Activities: Then and Now: (*Note: Adapt for explorers to your region of California.)

Explain to students that the colonization of Alta California by the Spanish began in 1769 with an expedition led by Gaspar de Portola. Accompanied by the Franciscan Padre Junipero Serra, Portola established frontier outposts at San Diego and Monterey, crossing the Southern California region three times within twelve months.

Distribute a copy of the “Southern Portion of Los Angeles County Showing Historical Trails and Landmarks” (Appendix 6a). Ask students to study the map (provide magnifying glasses, if possible) to find Portola’s route and Portola’s Camp Sites.

Now: Using a modern day map of the local region, place color coordinate stickers on the geographic places Portola passed on his expedition.

Diaries of the Gaspar de Portola California Expedition of 1769-1770.

Portola’s party was the first recorded land expedition to explore Alta California. Three members of the expedition maintained journals in which they recorded their observations: the expedition’s leader Gaspar de Portola, Miguel Costanso, and Father Juan Crespi. These journals recorded the hardships of the expedition and describe the Indian towns and settlements the explorers passed on their way to Monterey.

Read to the students about the Portola expedition (Appendix 6b.) This section includes some descriptions from Father Juan Crespi’s journal. Share the picture of a leather-jacketed soldier (Appendix 6c) that illustrates what a soldier on Portola’s expedition might wear.

Divide students into cooperative learning groups and provide each group with a copy of an excerpt from Portola’s diary (Appendix 6d). (Note: You may do this as a teacher-directed activity or have the students work independently with their group.)

Using colored pens or highlighters, have each numbered student in each group highlight different topics in their primary source:

- Student #1 Review the document to find descriptions of the geographic features
- Student #2 Identify any written descriptions of the American Indians
- Student #3 Find any information about where the explorers were located
- Student #4 Look for clues that tell what the date of the entry was.

Distribute copies of “Analyzing a Document” (Appendix 5). Help students complete the form. (Note: Encourage students to complete the form in their group and then discuss each category together. If desired, record the information on an overhead transparency.)

Guided Question Walk (Assessment)

Write the “Explorer Question Walk” (Appendix 7) questions on separate sheets of chart paper and duplicate them for each student. Post the questions in 4 sections of the classroom. Divide the class into four cooperative groups. Assign each group a different set of questions. They reread the student text (Appendix 11) together, discuss it, and record the answers to their questions.

Groups rotate to different numbers leaving one person to be the expert spokesperson for the next arriving group. During each rotation, each student records the answers provided by the expert

spokesperson on his/her Explorer Question Walk sheet. Once they return to their own desk, each student should organize his/her paper to hand in for assessment.

R.A.F.T. (Assessment)

R: ROLE - Portola, Cabrillo, or Vizcaino

A: AUDIENCE - The King of Spain

F: FORM – Letter or Journal

T: TENSE – In the past - 1500's or 1700's

Explain to students that they are going to take on the role of either Cabrillo, Vizcaino, or Portola (**Role**), select the proper date (**Tense**), and write a letter (**Form**) reporting back to the King of Spain (**Audience**) telling him about the findings of your expedition. (See Appendix 8.)

Scoring Guide for the RAFT

- Identifies the role
- Selects an historically accurate date
- Stays on the historical topic
- Uses important historical facts and reasons to support details
- Shows an understanding of the historical time period
- Has no historical errors
- Is very well organized
- Follows conventions of a friendly letter
- Makes excellent sense
- Has all required elements of the prompt
- Few or no errors in the letter or journal entry form

Focus Question: Who were the early settlers of the local region and why did they come?

Population Pie Graphs

Who are the people that live in our community today? Have students analyze the latest census for your community. (**Note: The most recent official census data available is the 1990 census. More recent “estimated” figures are available on the Department of Finance Web site (www.dof.ca.gov).**)

Class Census:

Take a classroom census to determine age, gender, and ethnic group. (See Appendix 9b)

Our Classroom Census	
TOTAL POPULATION	22
Adults	2
Children	20
 Gender	
Boys	10
Girls	12

Ethnic Group (Insert ethnic groups)

Student Text Read Around: The Settlers of the Local Region (Los Pobladores) (*Note: Adapt the student text to the settlers of your region.)

Read and discuss “The Settlers of Los Angeles” in the student text (Appendix 11, pages 3 and 4.) Have students revisit the reading selection to determine the 5 W’s (who, what, when, where, why.) Do this an entire class or have student pairs work together to find the 5 W’s and report back to the class. Record the information on chart paper.

If desired, have students work in pairs to develop a newspaper article about Los Pobladores. Additional information may be added to the news article following the next group of activities.

The Settlers - Census Analysis:

Provide students with a copy of “Los Pobladores – The Founders of the City of Los Angeles” (Appendix 9). This is the official Spanish census list of 1781 which records the names, race, sex and age of the forty-four Pobladores. Using “Analyzing a Document” (Appendix 5), help students to analyze the document using an overhead transparency of Appendix 5 or distribute copies to student groups. Make a chart of the gender, age, and ethnic make-up of the Pobladores.

Los Pobladores Census

TOTAL POPULATION

Adults

Children

Gender:

Men

Women

Ethnic Group:

Mixed Race

Spanish

Black

Indian

Compare and contrast the class census with Los Pobladores census.

Creating a Map Key

Distribute a copy of the “Map of the Pueblo” (Appendix 10). Using the map, have each student find the home of Los Pobladores listed at the bottom of the map. (Note: the Lara, Mesa, and Quintero families are not on the map of the Pueblo because they left the area.)

Continue locating the other items listed on the map. Once the various locations have been identified, have students design a color-coded key for the map. For example, one color can be used for homes and different colors can be used for various types of buildings. Have the students create a map key for the information found on the map and color their maps accordingly.

Additional activities related to Los Pobladores can be found in Appendix 12

Culminating the Topic

Our Community Through Time History Book

Have students complete page 4 of the *Our Community Through Time History Book* to reflect the concepts learned from this unit of study about the explorers and early settlers of the local region. Label the time period 1542-1782. In the center of the page, students draw a map with features relevant to the unit. Around the border of the page, students make pictures of artifacts to illustrate what they have learned during the unit of study. The Explorers page should include:

- Map relevant to the topic showing the area that was explored and settled
- A border with detailed illustrations that depict accurate factual information about the early explorers and settlers
- Period and time identified

Topics for the symbolic border might include illustrations to depict the transportation used on the expeditions, the population, the people the explorers encountered, and the business or trade the explorers had with the Indians. (See Appendix 13.)

Time Line of Our Local Community

Draw a time line of the Local Community on a large sheet of butcher paper that is approximately 5 yards long. Make short vertical lines on the time line about 3" apart. Label the line beginning with the date 1540. Label each successive date in ten year intervals (1550, 1560, 1570...) ending with the year 2010. Mount the class time line on the bulletin board or classroom wall. (Note: You may wait to begin the time line until the arrival of the early settlers in the 1780's. The time line will be considerably shorter than if you begin in 1540. The advantage of the longer time line is that it highlights the lack of explorer activity in California from the 1500s until the late 1700s)

Have students chart information on the time line for the Explorer/Settler period.

- The explorers who came to the local area and the dates of their exploration.
- The early settlers of the local area

Save the time line and add to it during each of the subsequent units.

Assessment

Assessment opportunities are embedded in the curriculum and occur throughout the unit. The focus questions provide a framework for the evaluation of the unit. Student work to be assessed includes:

- Interview a parent, older relative, or guardian to determine when my family came to the local area of California, from where my family came, what mode of transportation was used to get here, what route the family took, and why my family came to this area (Appendix 1.)
- Locate on a United States or world map where my family has lived
- Draw a family map showing where my family lived before residing in this community and trace their route on a United States and/or world map
- Identify the push/pull factors of my family’s migration
- Identify a movement or change that has occurred in my life
- Identify the push/pull factors of migration in a *Amelia’s Road*
- Draw a picture of “My Special Place” and write why it is special to me
- Create an artifact box for my collection of favorite things and things that represent my culture and orally share my box with my classmates
- Working in a group, analyze the census data for our community and create a graphic representation of the data.
- Compare and contrast how the population has changed over time.
- Working in a cooperative learning group, complete an Explorer Scavenger Hunt of the school (Appendix 2).
- Using the Historical Artifact Sheet (Appendix 2b), students work, in groups, to describe and analyze the artifact they have collected during the scavenger hunt.
- Complete the graphic organizer (Appendix 3) for Cabrillo, Vizcaino, and Portola.
- Complete the “Analyzing a Document” sheet (Appendix 5) for Cabrillo’s log.
- Compare and contrast the Route of Portola (Appendix 6a) with a map of the region today.
- Complete the “Analyzing a Document” sheet (Appendix 5) for Portoloa’s diary
- Working in expert groups, answer questions from the Explorer Question Walk (Appendix 7.)
- Write a letter (R.A.F.T.) to the King of Spain from the viewpoint of Cabrillo, Vizcaino, or Portola including the appropriate year and information about the findings of the expedition (Appendix 8.).
- Analyze the official census list of 1781 for Los Angeles (Appendix 9) and sort the inhabitants according to gender, age, and ethnicity
- Conduct a census of the Grade 3 classroom
- Create a map key for the Map of the Pueblo of Los Angeles (Appendix 10)
- Answer the 5 W’s (who, what, when, where, why) about the settlers of the local region.
- Complete page 4 of *Our Community Through Time History Book* to reflect the concepts learned about the explorers and early settlers of the local region.
- Add dates and information about the explorers and early settlers who came to the local region to the Community Time Line.

Extended and Correlated Activities

How to Make an Apple Pie and See the World

Read the book, *How to Make an Apple Pie and See the World*. by Marjorie Priceman. It is about a baker who wants to make an apple pie but there is a problem - the market is closed. The baker must travel to different parts of the world to locate the necessary ingredients. What ingredients might the baker need to make an apple pie?

Read the story and have the students help you make a set of word cards for each place that is visited and for each ingredient that is gathered:

1. Europe, Italy, France, Sri Lanka, Indian Ocean, England, Jamaica, Vermont
2. semolina wheat, eggs (chicken), cinnamon (kurundu), seawater, milk (cow), sugar cane, apples

Read the story again and have the students help you retrace the baker's journey around the world to identify where each ingredient was gathered. As each location is identified, have a student hold up the appropriate word card and locate it on a world map or globe. Discuss which parts of the book are factual and which might be fiction.

As a whole group, help students compare the baker in the "Apple Pie" story with the Spanish explorers. What were the reasons each trip was taken? Where did each explorer go? The information can be charted.

Apple Pie

Spanish Explorers

Reasons:

Where Explored:

Compare and Contrast Literature Connection:Focusing on Continuity and Change

Read the story *Wagon Wheels* by Barbara Brenner. It tells the story of a family coming west in a wagon. Compare and contrast this with the Portola land journey. In pairs, have students list things that each group took on their journey and compare it with what they would take on a journey today.

Example:

Supply List

Wagon Wheel Journey

Portola Journey

A Journey Today

Persuasive Speech Contest- Written and Oral:

From the viewpoint of Captain Fernando de Neve, write or orally present a speech convincing settlers to leave Mexico on the Portola Expedition to become one of the founding families of the Pueblo. Have students perform speeches for other classes to determine the most persuasive approach, written or oral.

Sugar Cube Model of the Pueblo:

Make a model of the adobe buildings of pueblo using sugar cubes covered with cinnamon.

Sandbox Zanja:

Students using a sand box and water, make a model of an agricultural water system (zanja), starting from the Los Angeles River to the farming areas of the pueblo to discover how the Indians and early settlers used irrigation.

Resources for the Sample Topic

**Altman, Linda Jacobs & Sanchez, Enrique O. *Amelia's Road*. New York: Lee & Low Books 1993. ISBN 1-880000-27-X. Amelia is a migrant farm worker's daughter who is tired of moving and wants to find a place that she can call "home."

Arlen, Karen W.; Batt, Margaret; Benson, Mary Ann; and Kester, Nancie N. *They Came Singing: Songs from California's History*. Oakland, CA: Calicanto Associates. 1995. This booklet and the accompanying CD-Rom contains a collection of over sixty traditional songs set in an historical context. Five songs are included in "Songs of the Early Explorers", including songs for Spanish and English explorers. A useful time line, "Explorations in Early California," is included.

Beck, Warren and Haase, Ynez D. *Historical Atlas of California*. Oklahoma:University of Oklahoma Press, Norman Publishing Division, 1974. This book contains 101 maps that include the physical characteristics of the state from the Indian era to the present.

Brenner, Barbara. *Wagon Wheels*. Harper Collins Publishers, 1978. This book describes a black family's travels during the Westward Movement. Good comparisons can be drawn to early settlers of the Pueblo of Los Angeles and to the expedition of Portola.

Gillingham, Robert. *The Rancho San Pedro*. CA: Dominguez Properties, 1961. This book is considered to be the "authority" on the history of the first Spanish land grant in California.

Grienier, Judson. *California Legacy: The Watson Family*. CA:Watson Land Company, 1987. This book continues the story of the Rancho San Pedro with an emphasis on the Watson branch of the Dominguez family.

Mason, William M. *Early Dominguez Families and the Settlement of the Rancho San Pedro*. CA: California State University, Dominguez Hills and Carson Companies Publishing, 1991. Historical information is provided on the founding twelve families of the Pueblo of Los Angeles. Connections are made to Juan Jose Dominguez and his interest in the pueblo.

Mason, William and Robert Kirthart Mason. "The Founding Forty -Four," *Westways Magazine*,

July 1976 pg. 20-23.

*Paez, Juan, *Cabrillo's Log 1542-1543*. San Diego, CA: Cabrillo Historical Association, 1968. This booklet includes charts and maps of the voyages of Cabrillo with descriptions of Paez's version of Cabrillo's log.

Priceman, Margorie. *How to Make an Apple Pie and See the World*. NY: Alfred A Knopf, 1994. This fictional work tells of child's explorations of the world to gather needed ingredients for making an apple pie.

Roberts, Margaret. *Pioneer California, Tales of Explorers, Indians, and Settlers*. San Luis Obispo, CA: Padre Productions. 1982. This book contains history of California from exploration to Gold Rush.

Rolle, Andrew. *California: A History*. Wheeling, Illinois: Harlan Davidson. 1998, Fifth Edition. This book provides an excellent overview of California's history. It is a good resource for the teacher background sections of each unit. Chapters 3 to 7 are especially appropriate for a study of the explorers and early settlers of this unit.

Smith, Donald, ed. *Diary of Gaspar de Portola During the Calif. Expedition 1769-70*. CA: University of CA Berkeley Press, 1909. The diary is Portola's account of the Indians living on the California coast in 1769. It includes Portola's observations of the trading opportunities, clothing, shelter, food, and tools used by the Indians.

Wilcox, Del, *Voyagers to California*. Elk, California: Sea Rock Press. 1993, Second Edition. Part 1 of this teacher resource book focuses on Spain and Mexico's Alta California, including a chapter on Cabrillo's voyage. It provides useful background information for this unit for all areas of California.

STANDARDS & ASSESSMENT DIVISION REGRETS
THAT, DO TO TECHNICAL DIFFICULTIES, WE ARE
UNABLE TO INCLUDE THE APPENDICES IN THIS
EDITION.

APPENDICES WILL BE INCLUDED IN THE NEXT
VERSION, HOWEVER.